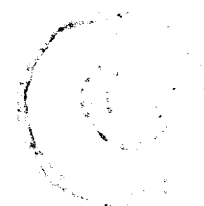


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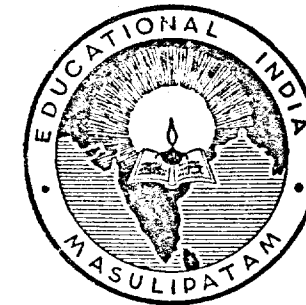
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## Teaching—a Calling rather than a Profession\* An Exhortation to Teachers

Prof. T. VIRABHADRU, M. A.,

Member, Public Service Commission, Hyderabad

**W**E all know there is a good deal of talk about the re-organisation of our educational system and it is true there are several problems relating to the training of our boys and girls which need careful investigation and study. Till a few years ago, we were accustomed to blame our British rulers for whatever ills we had suffered from. Now that we are free, it is proper we set our house in order and see the youth of the country educated on sound lines, and their teachers treated well and given the place in society they deserve.

### Problems facing us

I feel that problems like the following must be engaging your attention. The first is the economic position of the teacher at the present time, his security of tenure if he is employed in a non Government institution and his chance of promotion on the basis of seniority and efficiency irrespective of the caste or community to which he belongs. The second is the problem of maintaining discipline in the classroom or in the school when strikes for all and sundry are the order of the day. Then coming to matters of academic interest, there is the question of the fundamental aim of education. We have to ask, "Is the aim of a school or college to train the mind of the pupil entrusted to

its care and enable him to think correctly on matters relating to knowledge or life or is it to create a means of livelihood for him?" We have also to see whether the principle 'earn while you learn' can be put in practice in our schools on a nation-wide scale. There is also the question of the places that the mother-tongue, Hindi and English should occupy in the school curriculum and the stage at which each of the latter two comes in. This leads us on to Sanskrit with regard to which opinion is divided, some holding the view that, being not a modern language, it may be dropped altogether and others thinking that, because of its great cultural value, it should be made compulsory, while a third group are of the opinion that it may become an alternative to Telugu in that part of the syllabus where Telugu is mentioned as a subject of language study. The Group System and the stage at which specialisation should begin also needs your close attention. It may be remembered that 'Optional Subjects' were introduced into our High School and College Syllabuses about 40 years ago and previous to that the question of specialisation would not arise at all till the student completed his F. A. course. The fact that for many important administrative posts a paper on General Knowledge is considered compulsory in many of the States of India and the question, "Do you think specialisation in study begins prematurely in India? Do you consider this

\* Address delivered at the 12th Andhra Teachers' Federation held at Amalapuram on May 9, 1951.

development to be healthy?" included in the Questionnaire sent by the Universities Commission to educationists all over the country are significant in this connection. When candidates appearing before Public Service Commissions or similar Selection Committees display now and then utter ignorance of the Battle of Plassey or think that Hampi must be in Mysore or make Galileo the first geometrician of the world or say Korea is the capital of Manchuria, one begins to doubt whether all is well with our students. He will feel that either the standards have gone down or early specialisation is not an unmixed blessing and will probably come to the conclusion that both are true. These, gentlemen, are a few of the educational problems that are exercising the minds of teachers and lovers of education.

#### Teachers' Economic Position

To be a pedagogue, it is often thought, is to be wedded to poverty and the statement is not very far from the truth. It is a popular belief that Saraswathi (Goddess of Learning) and Lakshmi (Goddess of Wealth) have never been seen together. The teacher, like any one else must have a living wage; otherwise apart from want of comfort and the difficulty of making both ends meet, he will gradually develop an inferiority complex and loss of self-esteem. The situation is often particularly bad in non-Government schools where generally the scales of pay are lower than in State-managed institutions and where sometimes a teacher would be employed for 10 months, have his services terminated just before the summer recess and be employed again on the re-opening day. It is but just that a person who has done one complete academic

year's work should claim his two months' vacation pay. It is interesting to note that, in places like Hyderabad, Governments have passed definite rules that in the case of a University Professor or a teacher of the Educational Dept., if the date of superannuation falls in the summer holidays or just before, he should get an extension till the end of the vacation. There are also instances of Committee Schools—I know of one in this part of the country and one elsewhere—not paying salaries regularly at the end of every month. It is true teachers are likely to receive a pretty good sum at the end of four months or five, but in the meantime they will be like the horse in the old proverb, "while grass doth grow—". It is the duty of the Government to see that reasonably fair salaries are given not only to teachers in their schools but also to the employees of Aided Institutions.

#### Social Service in place of Tuitions

This takes us to the next question whether, in view of the fact that the school teacher is generally low paid and his lot is miserable, he should not be permitted to supplement his income by having a side job or undertaking private tuition. While once in a way the teacher may probably allowed to have a tuition, there is no doubt it often corrupts him that gives and him that takes. In some places it has become such a scandal that the schools and their masters have lost completely the reputation they enjoyed at one time. And sometime ago, a College Lecturer had to be actually dismissed for giving out questions set by him in a University Examination Paper to one of the candidates whose private tutor he was supposed to have been. We understand that

in the State of Bombay, Primary School teachers receive rewards for social service in the rural parts. This may be encouraged provided it does not in any way interfere with the work at school and the Government may be induced to give them along with the certificates of merit small cash amounts, just as in several States in Departments like the Police and Customs subordinate officers receive a prize of Rs 50/- or 100/- or 150/- for showing exceptional ability in detecting cases. This suggestion may be taken for what it is worth and, if it looks practical enough, it may be extended to women teachers as well. Those of them who are inclined towards social work may learn a little of nursing and midwifery and there is no doubt their services will be very much appreciated by the people in our villages. This apart, it is the duty of the Governments and Managers of Schools to give decent salaries to the teachers under their control. They must pay them well, ask them to work hard and punish them if they neglect their duties.

#### Honest work is its own reward

Students are not as respectful to him now as they used to be before and in particular seasons like the time of the Selection Examinations or Annual Promotions he finds it no easy task to keep them under check. Newspapers publish occasionally cases of Headmasters or their Assistants receiving threatening letters from students and asking for Police protection. The strength of numbers, the many distractions which present-day life supplies and the changes which have been brought about in our social, economic and political conditions are some of the factors that seem to have conspired against the teacher's

happiness and peace. But the teacher will also have to look into himself and ask whether it is in any way of his own making, this absence of courteous regard on the part of his pupil. It is my firm conviction that, in a large number of cases where the teacher makes his lesson interesting, the problem of maintaining discipline does not arise. If he knows his subject and can express himself well, half the battle is won, however young the teacher may be. Even in colleges where a class consists of 200 or 250 boys they react wonderfully well to really good teaching. The teacher will of course have to possess, in addition to the capacity for making his instruction useful and popular, a little tact. He will have to assume that virtue if he has it not. He should have sympathy. At any rate, he should not rub students the wrong way for nothing. Students are not bad by nature; only being impulsive and young, are liable, on occasions, to be exploited by interested parties. But the soul of the student is essentially sound. Even in times of great political excitement when the students of a college arrange themselves in two camps and pursue fundamentally different ideologies, the conscientious teacher commands their love and esteem, whatever his caste or religion may be. The teacher must therefore believe in honest work which is bound to pay in the long run. If in some cases the reward does not take a tangible shape, it does not matter for he feels he has done his duty and hence rises in his own esteem.

#### Teacher should be an eternal object lesson for boys

It may be said that everybody cannot be brilliant and some have chosen this profession not because of aptitude but by accident. If it is

true that a poet is born not made, it is equally true that the teacher is made as well as born. Application, devotion to duty, punctuality and method and above all a desire to improve his knowledge, these are undoubtedly within his reach and they can make him an efficient and useful teacher. Above all, the teacher must have some principles and must resist all temptations. For instance, he should not try to devise ways and means to get "popularity" among students nor should he attempt to win the favour of the powers that be by interesting himself in local politics. Whether it is membership of a Text-Book Committee or an Examiners' Board, he should not only be clean but also, like Caesar's wife, be above suspicion. If an Examiner is not as generous as the examinees or their parents want him to be, he should not feel sorry as long as he is impartial and consistent. By and by, they—at least some of them—will realise that the master is cruel, only to be kind. Thus the teacher has to be strong in character and has to be disciplined himself before he looks for discipline among his boys. He should never forget that he is being strictly watched by the pupils who move with him. I cannot do better than quote, in this connection, the words of Mahatma Gandhi who in 1911-12 undertook the education of the children of his co-workers on the Tolstoy Farm in South Africa. Talking of the teacher and his example, he says:

"It would be idle for me, if I were a liar, to teach my boys to tell the truth. A cowardly teacher would never succeed in making his boys valiant. I saw therefore that I must be an eternal object lesson for the boys and girls living with me. They thus become my

teachers, and I learnt I must be good and live straight, if only for their sake."

### The Teaching of English

A word about the teaching of English may not be quite out of place here since English is still a Compulsory Subject in the High School as well as the College course. It is true the language has lost its political importance but its status as an international language is very high and it has a glorious literature to which thousands of people in our country are still passionately attached. Moreover, for a long time to come, we will have to know a modern European language with a view to have access to western science and thought. Since for over two centuries we have spent a good deal of labour on the learning of English, we might continue to study it instead of going in for another language at this stage. What will be its place in the educational curriculum after 25 years or more it is difficult to say now, we must try to do it well. We have our limitations of course. The language being foreign, our accent and pronunciation can never be hundred per cent accurate nor can we ever attain perfect mastery over the English idiom. But we must put in great effort in that direction so that we may approximate to the ideal to the extent that is humanly possible. Nor need we be ashamed of what we have done in the past since the majority of English teachers in this country even in the days of English supremacy were Indians. But there is one thing. To think that every graduate can teach English well is a mistake. Language teaching is, like everything else, a gift and those who have a special taste for it must be chosen. It

might also be noted that an efficient teaching of English language and literature will serve another useful purpose. A very considerable portion of what is called modern knowledge is in the European garb and it will be to our interest to give it Indian shape so that it may come within the reach of the common man. In other words, a careful and enthusiastic study of books written in English may give us a chance to enrich our own literatures and do service to society in the way of spreading knowledge. And those of us who have this aim in view should not only try to attain proficiency in the English language but must also treat with reverential affection the masters of prose and verse that have made that literature what it is today.

### Teacher's Status in Society

Gentlemen, I have in this address which is probably longer than necessary, touched upon a few aspects of the teacher's life and work. But there is still one thing, his status in society. On this, all that one can safely say seems to be this, that the schoolmaster is just tolerated.

I dare say many of you are familiar with the story, popular in this part of the country of a group of friends—probably ladies—who, seeing a respectable personage approaching them, wanted to stand and offer greetings, but, on the turbaned gentleman's coming nearer, said, "Oh! it is our old friend, the school-teacher. We at first thought it might be the Tahsildar or Magistrate!" That such was the social position assigned to the average teacher even in early times can be illustrated from the treatment given to Euphronius, an ambassador from Mark Antony to Octavius Caesar,

when the former was in a sad plight after his defeat in the Battle of Actium in 31 B. C.

Caesar, 'tis his schoolmaster:  
An argument that he is pluck'd,  
when hither  
He sends so poor a pinion of his wing  
Which had superfluous kings for  
messengers  
Not many moons gone by." \*

This was the reception which the leader of the political mission had and accepted without any protest! The literature of sixteenth century Europe shows the school tutor was one of the ridiculous personages in the farces of the period and Holofernes in Shakespeare's *Love's Labour's Lost* and Pedantius in the Cambridge Latin play of that name show that for a long time pedagogy meant pedantry. All this is true but it is only one side of the picture. Leaving alone eminent educationists, devoted to scholarship and teaching, some of whom have earned international reputation, examples are not wanting of teachers who rose to heights in the official or public life of our country. One of our very distinguished teachers was appointed High Commissioner for India in London, another became India's High Commissioner in Australia and to a third was entrusted the task of looking after, as India's Agent-General, the interests of our countrymen in South Africa. One of the Finance Ministers of the Central Cabinet was Professor of Economics at the Presidency College for several years and India's Ambassador and Plenipotentiary at Moscow at the present time is one who has been a teacher and educationist for over four decades. Tilak and Gokhale who are recognised as two of the foremost of

\* Antony and Cleopatra:

India's sons in the field of national service were originally teachers. Rao Bahadur Veeresalingam Pantulu the pioneer of the Andhra Renaissance and South India's first social reformer was a teacher of Telugu to college classes! The mystic philosopher Aurobindo was also a teacher at Baroda before he took to politics. Milton opened at the age of 30—by that time he had established himself as a lyric poet—a school where children were boarded and instructed and was full of zeal for his work and “laboured with great diligence”, though his admirers are sorry now that “he was degraded to a schoolmaster.” Swift was Stella's tutor and was happy that he had “some share in her education”. Gandhi, as we have noticed already, took delight in training the young boys and girls of the T. F. South African School where he was “Professor” of Tamil and Urdu and seems to “have got on merrily”, thanks to the confidence he had in his capacity as a teacher. There is no reason why any one should be apologetic about the teaching profession. It was said of one of the lawyers of Madras, one of the very best India has produced and one who adorned the bench for some years, that as a young man he had a great ambition

and that was to be appointed Assistant Professor of Law at the Presidency College. In Ancient India, the *Rishis* who were the teachers were treated with great veneration and a king talking to his master would address him as *Bhagavan* (= Holy or Divine). In our own time, Rabindranath Tagore who started at Santiniketan a school “to carry out my theory of education based on my experience of children's minds” was always addressed as *Gurudev* (= God as teacher) not only by his pupils but also distinguished personalities including Mahatma Gandhi. Examples like these are a source of inspiration to us and show that the teacher can be useful to society in more ways than one. There is every reason for him to be proud of his job and, while it is the duty of the State to guarantee to every teacher food and clothing and a minimum amount of comfort for him and his family, he who proposes to mould the minds of the young must, on his part, remember three things; that one who wants to be respected by others must first learn to respect oneself, that teaching is to be looked upon as a calling rather than a profession and that honest work is its own reward.

### The function of the Teachers

“Like all living organisms the individual grows by the impulse of his own self-development. The natural tendency of the child is to grow into maturity. From complete dependence on others the child has to grow into relative independence. The function of the teacher is to assist the growth by stimulation and guidance. The growth is advanced by the acquisition of knowledge and skills. These latter are intended to set free and develop the possibilities of human beings”

—Report of the University Education Commission.

## A NEW EXAMINATION SCHEME

Prof. D. S. GORDON,

(Formerly Professor of Education and Registrar, Mysore University,  
now Professor of English, St. Philomena's College, Mysore.)

A GREAT deal has been said in recent years about examinations and their place in an educational system. All are agreed that examinations are necessary but that they should not be allowed to dominate educational effort. And yet this is exactly what has happened to Indian education, and this is what is making real educational work almost impossible in our schools and colleges today. All student endeavour is being directed to the passing of examinations, and all teachers' effort is being turned towards coaching for such examinations. Examinations appear to have become the be-all and end-all of life itself.



merely passed examinations without being educated one is justified in entertaining serious misgivings about the work of our schools and colleges. The Reports of the various Public Service Commissions in the country have revealed the amazing and often ridiculous ignorance prevailing among the best products of our educational institutions. What is it all due to? More than anything else it seems to be due to the improper place that we have assigned to examinations. Our educational institutions do not educate; they mostly examine. They direct their energies towards something that is to come off at the end of an academic year or two rather than

to their day to day work. While the craze for passing examinations is deplorable it cannot be altogether condemned on that account. Indeed it may be regarded within certain limits, as a healthy sign in a nation. But when one looks at the strange phenomenon of far too many persons who have

But properly regarded, examinations ought to be mere incidents in the orderly and methodical process of education. They should be taken in the stride and not coached for as against something of supreme

and culminating importance. But what are the factors which militate against our establishing this proper and desirable relation between education and examination.

#### Overcrowding and Indiscipline

The first of these factors is overcrowding. Until about two decades ago, when our educational institutions had more or less normal strength it was possible for teachers to teach. Today the student population is an unmanageable crowd. Even an exceptionally gifted teacher can manage a class of only reasonable numbers, but when this limit is exceeded his work suffers. He is forced to adopt the attitude of "he who cares to learn may learn."

Indiscipline is the child of overcrowding as surely as discipline is the basis or foundation for all classroom work. Undermine this foundation, you undermine the entire superstructure. And this is what has happened today. All sorts and conditions of students have come into our schools and colleges, many of them obviously unfit for such education. Standards have been lowered to suit them; promotions from class to class are being made on a percentage basis and not on the basis of fitness. If too large a percentage is detained there is a hue and cry from the parents and the public. They bring all sorts of pressure upon the authorities. Even worse than this there is the new and strange phenomenon of students trying to set up their own standards as against lawfully constituted authority, with threats of strike and violence.

#### Dirty Linen

For the purpose of emphasizing the need for a new scheme of examinations such as the one set forth below, and at the risk of incurring

displeasure from certain quarters, it is necessary here to wash some dirty linen. Passing examinations is thought to be of such supreme importance that no illegal means to secure this end is too disgraceful to be employed. A great many students are wanting to know who the paper setters are. In spite of all the secrecy maintained by the authorities the names are somehow ascertained and the paper setters are approached. The next step is to find out where the printing takes place. In spite of the care and vigilance exercised in the press leakage of question papers has by no means been rare in recent years. In fact it has been more common than admitted by the authorities, for naturally the authorities would rather not take notice of leakages unless they became a scandal, because the cost and trouble of holding re-examination is so enormous. The next source for tampering is the valuer. The names of valuers are of course confidential, but how can perfect secrecy be maintained where an army of clerical assistance is employed? The troubles of the valuer need not be described. He may report or administer a rebuff to an ordinary person but when an influential person comes to him he can only send him away courteously and forget all about it. The last and final attempt is to beard the lion in its own den, that is, to try to influence the results by influencing the authorities who declare the results. These are some of the nauseating circumstances under which public examinations are being conducted today. The examination scheme set forth below is an attempt to sweep away most of these evils and to assign to examinations their proper place in education.

#### Issue Question Papers in Advance

At present question papers are set by picking out a few aspects of a subject which the student is supposed to have studied over an academic year or longer period. But fewer and fewer students are studying the subject as a whole; they want to cut short the process. Hence there is a scramble to get at the question papers in all sorts of surreptitious ways. Now the new proposal is this: Let there be no secrecy about the question papers. Let them be given out to the students well in advance, even at the commencement of an academic session. But the character of the question paper will be different. It will not be a set of five or six questions, but it will be a list of about 40 or 50 questions covering the entire subject. It will not be difficult for a body of experienced teachers in the subject to prepare such a list. And the list may be revised from time to time every academic year. This will not only be a sort of guidance to the student and the teacher in their work, but it will also infuse a spirit of confidence in them. The question paper is already in the hands of the students, and they will of course be told that no question outside that list will have to be answered by them. All that now remains for the examining authorities to do is to determine, a few days before the actual date of examination, which five or six questions in the list the student will answer.

The advantages of this scheme are obvious. At one stroke it does away with all the existing arrangements for the setting and printing of question papers. There need be no secrecy in these matters. There cannot be any mystery or strangeness about the question papers, no

disappointment about expected questions not appearing, no element of chance. Even if at the last moment the five or six questions to be answered in a year leaks out there is no need for the authorities to be perturbed. A fresh set of questions from the same list of 40 or 50 may be chosen and communicated at once to the various centres of examination.

Let no one think that under this scheme examinations are made easy. On the other hand, they are just the same as before, only certain administrative difficulties are removed. If the student concentrates his attention on the 40 or 50 questions in his list so much the better, for in so doing he would have covered the entire subject, which is exactly what we want. Under the present system when students have somehow or other come to know the questions in advance, what is it that they most often do? They do not try to answer these questions themselves; they take them to their teachers or others able to answer them. This is how we discover the leakage of question papers. In other words, our students want not only the question papers but also the answers. Instead of this why should we not give the entire list of 40 or 50 questions into their hands and let them prepare answers to all of them? Even if hack writers soon produce books of answers to these questions I do not think that much is lost in a situation where students are more and more resorting to notes of all kinds to the exclusion of the prescribed textbooks.

#### Answering with Books

As a corrective to this tendency, especially in the college classes where students are expected to read

more books than one in a subject, I would suggest a new type of examination as a supplement to the scheme outlined above. In this examination the student is permitted to bring all his textbooks and reference books into the examination room and consult them while writing his answers. He is not however, to bring any "made easy" books or notes. His answers are to be in his own words, not reproductions from textbooks. This part of the examination may consist of one paper in a subject or group of allied subjects.

Let no one think that answering questions with books is an easier affair than answering them without books. It all depends upon the manner in which the questions are framed. The famous Dr Johnson is reported to have said that knowledge is of two kinds, namely, the knowledge that we ourselves possess, and the knowledge of where to find the information we want. A student who is unfamiliar with the books he has brought into the examination room will waste his time in search-

ing for information in unlikely places, whereas one who is familiar with the books will readily place his finger at the spot where the information is available. The latter kind of knowledge is at least as useful in later life as the former, and after all is said and done, no human brain can function as an encyclopedia of information; nor is it desirable that it do so. Moreover, information is not knowledge any more than mere knowledge is education. An examination that only or chiefly tests the memory is a very imperfect measure of education.

The scheme set forth above is a result of practical experience and thought extending over six years during which I was directly responsible for the conduct of university examinations, and over several more years during which I was closely connected with school examinations conducted by the Department of Public Instruction. I place the scheme before teachers and educational authorities for their earnest consideration.

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## What Teachers owe to Gandhiji

A. S. VENKATARAMAN, B. A., L. T.,

*Retired Headmaster, Madras*

THAT the whole country, nay the whole world is indebted to the great Saint and Seer is an accepted fact. During the World War and after, war-mongers and peace-lovers alike joined in paying homage to him. No wonder that teachers also ought to be indebted to him.

Let us endeavour to examine the indebtedness of teachers to this Great Man. We are aware how children are good imitators. Teachers have to cast their eyes all round to cover their weaknesses, for if they should expose any weaknesses they are liable to be copied, which in most cases means, they are liable to be caricatured. So teachers have to be circumspect. In this respect they can think of no better example than that of Gandhiji. His very example is an ideal for others.

What was admirable in him may here be referred to. Whatever was admirable may be summed up in the moral force that he generated. There are some factors that contributed to a perennial flow or an unflinching supply of moral influence. Whatever were his weaknesses, his weakness was not selfishness. He was not attached to self. His absolute selflessness was the very foundation of the moral edifice. The superstructure was composed of Gandhiji's passionate attachment to certain fundamental truths and his objective attachment to certain principles. Non-attachment to self, passionate attachment to certain fundamental truths and his objective attachment to certain principles were always his guiding factors. Truth, non-violence and reason were

his watchwords. Whatever might happen, he made no deviations from the path he chose for himself. His influence in India was not due to any physical power or governmental or any legislative power that he possessed or could command but it was mostly due to his moral energy that he generated and released at will. The sources and resources of this immeasurable energy have already been explained. In fact they increased with the situation he had to face. Antaens-like his strength rose with every contact with the realities of any situation.

In his moral force the germs of his greatness lay in his simplicity and more so in his love of children. In his walks he was followed and accompanied by them. The most wonderful thing about it is he got down to their level to meet them on their ground. Few perhaps would appreciate or could discover the efficacy, value or wisdom of this approach. One simple thing may be noticed here. Suppose a child falls and cries, the best way in which you can express your sympathy to it is not by laughing at it then (for then you will only rouse suspicion) but by seeming to cry with it, for it is only then that you can disarm suspicion. In the same way it is for teachers to show their sympathy to children or youths in their failures, griefs or in pleasant circumstances. In this context one word of caution is necessary. Teachers who count their hours of work by class-room routine and walk out at 4-15 p. m. or 4-30 p. m. with the formal close of the day's work render more of dis-service not only

to the school to which they belong but to their own selves. For situations arise more often outside the class room than inside it, (where the conventional stage is set only for formal behaviour, statesque manners and stoic silence) and then there are chances which bring out and test the teachers' resources calculated to strengthen and improve character. In the classroom no teacher is in a position to study the character of any student. Therefore any teacher who loses these occasions, misses his chances in life, it may be said.

The idea is that just as Gandhiji's resources were hidden and come to light with every situation he had to face, every teacher's hidden resources lead to the teacher's self-discovery with every classroom or school situation he faces and seeks. Sometimes it is argued that a teacher should view his job just in the same way as a wage-earner reckons his job by the number of hours of work he works under the Trade Union Act. This is altogether erroneous. For however determined a teacher is about the fixed hours of work according to a time-table, the nature of his work is such that it cannot be confined only to the stated hours. It has its roots far deeper into time so that the causes and effects sink so far back into retrospect and stretch so far forward into prospect that the time-measure of five hours or more or less ceases to operate. Whether he is well paid or ill paid he cannot get away from the position that the teacher willingly or unwillingly, wittingly or unwittingly views his work more as an avocation or life's calling than as any job work or job calculated to earn the daily or monthly wages. At any rate this is true of our race of Indian

teachers, and if any of them imagines or declares that he is only a wage-earner he is not to blame, for the environment and atmosphere must have been vitiated by extra-educational mercenary or alien factors of recent origin. No teacher worth the name can enter any five-hour school or can put on a five-hour coat or dress only to set it aside, the moment that the 300th minute has passed. No doubt things have got to be done according to a time-table but to imagine that they should not be touched or thought of at other times, is to narrow down our vision, to limit our outlook and to warp our intellect and judgment. All this amounts to a self-infliction of self-imposed penalties. From one point of view it may be stated at once that the failure of Indian educational progress will depend not so much on the number of five hour schools, five-hour scholars and five-hour teacher wage-earners but on the number of educational colonies that can be started in India. No fees as such shall be levied from pupils and no salary shall be paid to teachers at so much per month but scholars and teachers shall live together and grow in mutual contact and while so, shall work together for the economic, educational and social salvation of the colonies in which their lot may be cast. They should till the land, raise the produce, improve the land, improve the industries of the Country and its neighbourhood. The education that will be imparted shall centre on this communal life so planned and lived together. Education shall be of the whole man and shall not be parcelled and fragmented, nor at the same time shall it be regimented. It shall be free to thrive in conditions where convention shall not obtrude and where Nature shall still have a

predominant voice. The village common, part of the city parks and gardens on areas outside towns, the jungle land here and there shall be converted into educational colonies or settlements.

It will be noticed that some of the notable Indian experiments in education have been based on the Asram ideal, and it is but natural that it should be so, for our ancient systems have had their origin in the Gurukula principle or the forest universities expounded at length by Rabindranath Tagore. The idea of starting schools or colleges or universities in towns or cities is a recent development, perhaps a passing phase in the educational history of the land due to foreign influences. But the more appropriate ideal for our country is to open institutions in distant places and to train scholars not only to learn and study but also to serve the immediate neighbourhood and the country at large. In course of time towns may develop in the neighbourhood. The schools that may be opened in them may be treated as branches. Rabindranath Tagore observed this principle and Gandhiji in pursuance of a similar principle chose obscure villages like Sevagram only for purposes of experiments. It will be worthwhile for teachers to think of rural educational colonies and carry on on similar lines. What is most striking in this connection is the spirit to learn, to live, and serve. It is interesting to observe that Karaikudi, not a fertile spot, not a very suitable place for a certain class of people to live in at any rate has been chosen as a centre for the radiation of culture and science. While the setting may be rural or natural, the aid of modern amenities like electricity may be secured or sought. The surroundings are still

natural but the facilities to utilise these to a maximum extent should be exploited and this in itself forms part of the process of modern education. India is a land of villages but let the life in those villages be vitalized and modernised. Let them not be deserted but let them be linked to towns and related to modern life. Let not towns thrive on the ruins of villages, let them retain their distinctive character and let them be linked together by means of modern amenities.

We have so far examined how the teacher owes a lot to Gandhiji, in the force of example, in the generation and release of moral energy, in the non-attachment to self and the objective attachment to fundamental principles, in the spirit to learn and serve in natural and perhaps at first unpromising surroundings. There is one more point which it is as well that we do not miss. It is sometimes argued that Gandhiji very often failed and that he promised more than he could perform. Of course this is not a material point. For without doubt he must be classed as a man of genius of whom Shelley said, "He beholds the future in the present, and his thoughts are the germ of the flower and fruit of latest time." C. E. Toad observes. "If men had never promised more than it was possible for them to perform, the world would be the poorer, for the achieved freedom is the child of the unachieved ideal."

This leads us on to one vital point for consideration, that a teacher can ill afford to miss. Very often he is conservative. As he has to observe a time-order of events and submit to discipline, he becomes a slave of system and convention, as he is a slave of text-books, of routine, of

time-table, of inspections (in this respect all the D. E. Os. too are slaves!) Here Gandhiji's influence is most welcome. His was not the force of authority, physical, military, Governmental or legislative but the influence of moral force. What he taught, is the influence of self-discipline and self-restraint even as against the trammels of system and convention. A teacher submits to discipline in order to set a salutary example to pupils; but to enslave his mentality in the name of discipline is to sign the death warrant of progressive thinking and register the sub-ordination of the teacher's (the citizen-maker's) intellect to the will of others. Gandhiji was the

best teacher because he revolted against this intellectual slavery and appreciated in others what he himself would like to practise with reference to the views of others. His was not a policy of toleration but a principle of forbearance and willingness to be persuaded whenever reason sought it or demanded it. Anger and intolerance generate heat and passion but also expel reason while calmness and agreeableness invite light and reason. Light and reason claim greater triumphs than heat and passion in the realms of philosophy, religion, science and politics. Teachers do well to adopt this example with advantage to themselves and to the children under their care.

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## EDUCATIONAL INDIA

MASULIPATAM, August, 1951

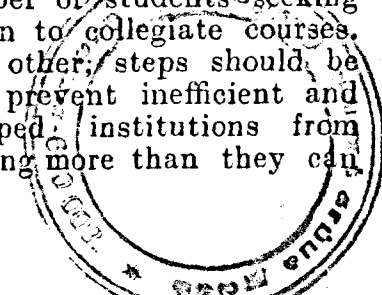
### More Colleges

TODAY there is an increasing demand for higher University education. The rush for admission is something phenomenal. In the old days, say thirty years ago, managements of institutions had considerable difficulty in filling up all the available seats in the colleges. It was nothing uncommon to come across a college which was running without its full complement of students. Today the managements are confronted with the problem of accommodating the large numbers of students who knock for admission at their doors. The number of students that can be admitted in the Science groups is strictly limited by the resources of the laboratories and it is for the Science groups that the rush for admission is particularly formidable. The students seeking admission and their parents have

to make frantic efforts for securing seats and the methods that are resorted to for influencing the Principal or any other authority that may be in charge of admissions are ingenious in the extreme and are a measure of the desperate straits to which the students and their parents are reduced.

The despair of the Principal in resisting the importunities of applicants for admission and their guardians has become the subject of cartoons, and satirical hits in humorous periodicals. It is really distressing to contemplate the plight of the students who have been bandied about from one College to another in the vain search for admission and who have in the end to resign themselves to inevitable failure and sit down foot-sore and heart-weary with a deadening feeling of frustration. The colleges that are in existence have a merry time of it. However inefficiently they may be managed, however ill-equipped they may be in respect of accommodation and teaching staff, they freely admit even more than the maximum number for which accommodation is available with a single aim to augment their revenues. On the one hand, something must be done to meet the demands of the ever-increasing number of students seeking admission to collegiate courses. On the other, steps should be taken to prevent inefficient and ill-equipped institutions from swallowing more than they can

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chew. The multiplication of these ill-managed Colleges can serve no useful purpose. It will only cater for the cupidity of unscrupulous managements. The consolation is that the number of such institutions has not today assumed alarming proportions.

THE government are alive to their responsibilities in the matter of providing facilities for education to the subjects of the state. The expenditure on education has gone on steadily increasing in recent years. In the state of Madras the expenditure on education for 1946-47 was Rs. 5.9 crores. In 1951-52 it has risen to 11.39 crores. There are today in the province of Madras 98 Arts Colleges with a strength of 43,000. But even so the facilities for higher education are not commensurate with the strength of the population. In the province of Madras with a population of 55 millions there were only three Universities, whereas in the United Kingdom which had only slightly less than this population there were more than 15 Universities. We have to make considerable progress to catch up with the advanced countries of the west and to cater for the urgent needs of our new-born democratic republic. The Madras government had set before itself the goal of having at least one College for each district, as many Colleges as possible to be institutions under direct government management and the rest to be left to

the organisation of private aided agencies.

THERE is vast scope for the play of private enterprise and philanthropy in this field of collegiate education. In western countries many of the colleges rest on endowments made by generous patrons of learning and dating back to very ancient times. Such institutions are not altogether wanting in India, but their numbers do not compare favourably with those of similar institutions in the west. Private munificence can go a long way towards meeting the present-day insistent demand for facilities for higher education.

WE, therefore, rejoice to see more and more private agencies coming forward to shoulder this responsibility. In the southern districts the Majlis-ul-Ulema is crowning its philanthropic efforts of several years by entering the field of education. Hitherto their resources were being employed to ameliorate the condition of their own community. Now they are broader in their outlook and their educational institutions and the new Colleges that will be inaugurated under their auspices will throw open their doors to members of all communities without distinction of caste or creed. The Jamal Mohammed College at Tiruchirappalli is an institution which has been ushered into existence with the benedictions of such exalted personages as the Home Minister of the Government of India, the

Governor of Madras and the Chief Minister of the Government of Madras. Other Colleges like the New College at Madras, the resuscitated college at Sivaganga, and others have also been brought into existence and set on their feet under exalted auspices. In the districts of Andhra as many as seven new Colleges have been started. With the exception of the College at Srikakulam which is to be run by the government, all the other Colleges are based upon private munificence and have resulted from private effort. Large unwieldy committees consisting for the most part of the principal donors have been formed at every one of these centres. The danger in such unwieldy committees is that either the management is reduced to a chaotic condition or that all power tends to become concentrated in the hands of one or two individuals who exercise an autocratic sway over the councils of the management. It is to be hoped that the committees in charge of the newly-started Colleges will function with a single aim to their efficiency and usefulness.

ONE real danger to guard against is the dominance of sectarianism in the educational institutions. Such narrow considerations have no place in the academic sphere. Religious loyalties are really matters of personal concern and they should not be allowed to find their way into the domain of corporate life. It is of especial importance in a secular state such as our

Sovereign Democratic Republic has been repeatedly declared to be. As the Chief Minister of the Madras Government observed on the occasion of the inauguration of a new College in South India, the days when education and educational institutions proceeded on the lines of sectarianism are gone for ever. He reminded his audience that we have already paid heavily for sectarian influences let loose on the land and exhorted them to take lessons from the past and realise the fundamental unity underlying the several sects and denominations, viz. common humanity and universal brotherhood. We, as citizens of a secular state, must tend increasingly to lay less and less stress upon the diversity of our castes and creeds and more and more stress on our common nationality and humanity. From this point of view, it is heartening to listen to the professions of allegiance to the creed of non-sectarianism made by the newly-started Colleges.

THERE is no doubt, whatever, that the increasing demand for higher education and the consequent effort to meet the demand are healthy symptoms of our national life. After years of foreign domination we have just emerged as one of the free, self-governing nations of the earth. Our newly-won freedom will be a blessing or a curse to us according as we are or are not intellectually and morally fit to enjoy the blessings of

freedom and to discharge the arduous responsibilities that it imposes on us. To bring about such intellectual and moral fitness on the part of our citizens an efficient system of education, elementary, secondary and collegiate, is a desideratum. But any system will have to be judged by its results, as a tree has to be judged by its fruits. Much therefore, will depend on the way these institutions are run and the ideals they set before themselves.

**T**ODAY there is an urgent need for a re-orientation of higher education. The vigorous manufacture of efficient quill-drivers should no longer be the end and aim of educational institutions in general and of colleges in particular. What we want, first and foremost, at the present juncture of our national life is training for leadership. The Students of the Colleges must be placed in ever-increasing measure in situations and positions which are best calculated to evoke, foster and exercise qualities of leadership. Their special aptitudes have to be carefully watched and canalised along proper channels. Nothing should be done to curb their individuality or to force them to conform to any stereotyped pattern. A second point that is to be borne in mind is that the students have to be trained for research and discovery and invention. Our national life has to be considerably improved in several

directions before we shall be worthy of occupying a conspicuous place in the comity of nations. The trend of events today clearly shows that the leadership of the Asiatic Continent is gradually and steadily passing into the hands of India. In order that we may play worthily and well the role that destiny has set for us in the history of modern times it is necessary that our leaders and the rank and file should imbue the qualities of efficient leadership.

**T**HE college of the past, particularly in the case of private aided institutions, has been a business concern, whose management has always had its eye on the main chance and has not bestowed sufficient attention on bringing the institution up to the requisite degree of efficiency. It has been subject to varying vicissitudes according to the changing personnel of the managing committee. Students are admitted solely with a view to inflating the fee-income without adequate pre-consideration as to the availability of sufficient accommodation or staff. The classes are not regularly held and are, sometimes, even sadly neglected. The hungry sheep look up and are not fed. The condition of the Shepherd is no better, dependant as it is on the tender mercies of crotchety managements.

**B**UT in the college of the future, if it is to subserve its important purpose as an agency

for the intellectual and moral improvement of the nation, there will have to be a thorough change in ideals and methods. More stress must be laid on the formation of character than on the imparting of knowledge. The Colleges must not be mere factories for the manufacture of graduates who at best will be brilliant mediocrities adorning the ministerial posts of the Government. The endeavour must be to produce men armed with reason, braced by knowledge, heirs to the wisdom of the ages and pioneers blazing new trails for posterity. The ends of academic and popular education, as Lord Morley pointed out long ago, are different. The end of the latter is only to diffuse knowledge and to increase men's interest in what is already known. But the grand objective of the former is to increase knowledge. How far these new colleges will succeed in holding on to and maintaining the highest academic standards and how far they will contribute to the growth of a nation mightier far than ever the past has known time alone can show. Meanwhile the new Colleges start on their career with the benisons of all those who are keenly interested in the progress of the country.

#### Advertising for Selection

**T**HERE is one aspect of our educational institutions on which we would like to offer a word of comment. There is a spate of advertisements in the

'Wanted' columns of newspapers regarding posts in schools, Colleges and Universities. It would be interesting to know in how many of these cases the applications are scrutinized carefully and impartially and the posts filled with a sole eye to the fitness of the candidate. In several cases the advertisement is only to gain compliance with certain rules or to keep up an appearance of impartiality. Information reaches us of a college in the southern districts of the presidency which advertised for a Principal, after making its choice of the man whom they wanted to favour. An advertisement of that kind is grossly unjust to aspirants for jobs. It raises hopes which are bound to be disappointed. It almost amounts to a fraud on the public. It would be the best thing for such institutions to appoint their man quickly and to refrain from the make-believe of selection by advertisement. What happens really in such cases is known only to a small circle of people and so the practice does not call forth the abomination and censure which a wider knowledge of it will certainly evoke. At bottom it is nepotism and favouritism masquerading as unexceptionable impartiality. There is another instance which has come to our knowledge of a member of a selection committee calling upon an applicant to interview him after the post for which he had applied had been filled otherwise. It is difficult to understand the psychology of the member of

the Selection Committee who is responsible for this manifestly unfair procedure.

IN the affiliated Colleges of the Andhra University, there was evidently a suspicion that the managements of those Colleges were not altogether equitable and straightforward in assessing the respective merits of the several applicants and that preference in them went "more by letter and affection than by old gradation where each second stood heir to the first". The University is therefore insisting that all applicants should forward a copy of their application to the Registrar, so that the supreme body of the University viz. the Syndicate, may satisfy itself after a careful scrutiny of the applications that the most efficient and best-qualified man has been chosen and there has been no extra-academic consideration brought to bear on the question of filling up the vacant post. There is a suspicion in the public mind that the University in exercising this supervision avails itself through its highest functionaries to urge the claims of some one or other of their own employees and that this is done particularly in the case of the new Colleges just being ushered into existence. There should be no room for this kind of suspicion in the popular mind. The University must scrutinize all the applications carefully and satisfy itself that the ultimate choice has been determined by

considerations of merit and fitness.

IN some cases the applicants are summoned for an interview which is reduced to a mere farce by the manner in which it is conducted. Now to be able to size up a candidate in the course of an interview lasting anything from five minutes to half an hour the member saddled with the responsibility of making the selection must be a man of keen intelligence and observation and understanding. It cannot be said of all members of selection committees that they are persons endowed with these gifts. The questions that are sometimes put are quite meaningless, bearing as they do on points set forth in the application itself. In some cases they have no point and do not help in any way to assess the intellectual capacity of the applicant. We have in mind a recent instance of a University in Central India which advertised for a Registrar. From among the numerous applicants twelve were called up for an interview. Some of these had to come from long distances and no travelling allowance was paid to them, as it was a condition stipulated in the advertisement itself that the applicants must be prepared to appear for interview at their own expense if called upon to do so. The selection committee consisted of five persons of whom some seemed to imagine that they could best assess the merits of the candidates by scanning their forms with a critical eye and

they did not, therefore, trouble themselves to put any questions to the candidates. Even the questions put by the other members of the selection committee had no particular point about them. The process of interviewing the twelve candidates did not take more than a couple of hours. The applicants that were thus interviewed went back to their respective places and had to learn, not directly from the University but from private sources, that the Syndicate had on the recommendation of the selection committee, finally decided to retain the services of the old incumbent, a fact which they did not think it their duty to communicate to the disappointed candidates. Some of these applicants were men with the highest academic qualifications and experience. There was a reasonable suspicion that the Syndicate was not keen even at the time they advertised, on replacing the old Registrar. The interview farce was a pastime to the members of the selection committee. But it is obvious that it must have been a sore tribulation to the applicants themselves.

IT is of the utmost importance that the advertisements should be made not for mere technical compliance with some statutory or other obligation or for a display of impartiality where there is none, but for discovering the best qualified men for the jobs.

### Andhra Teachers' Conference

IT was a highly inspiring and instructive address that Professor T. Virabhadhrudu delivered recently as the President of the Andhra Teachers' Federation Annual Conference. There was nothing surprising in this. He is one of the outstanding educationists among the Andhras and as a Professor of English in Osmania University for more than two decades he built for himself a reputation envied by very many of his colleagues. It was in recognition of his great intellectual abilities and integrity of character that he was appointed a member of the Hyderabad Public Service Commission—a position which he now holds with distinction. In the address which he delivered at the Conference he naturally placed the greatest emphasis on the role and the position of the teacher in any system of education, and he drew pointed attention to some of the essential factors on which this position depended. It is necessary according to him that the teacher should secure a higher status in society, that economically he should be placed not only above want but also get a decent salary so that he might devote all his attention to imparting instruction to his pupils instead of being compelled to take to subsidiary jobs to supplement his income. Professor Virabhadhrudu incidentally gave a piece of advice to school managements as to how they should not be influenced by communal and other non-academic con-

siderations in appointing and removing teachers and in settling questions regarding their prospects and promotion. At the same time he gave wholesome advice to the teachers themselves that they should deserve the confidence that the public placed in them and also pointed out that all problems relating to discipline would be solved if teachers did their work with a sense of responsibility and displayed some tact in their dealings with pupils. One controversial problem to which he made a reference was the place that English should occupy in an educational system. His plea that so long as it is retained in our curricula care should be taken to teach it in accordance with up-to-date methods is most timely.

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## PERSONAL NOTES

Prof. M. S. THACKER, Director of the Indian Institute of Science, has been invited to the United States under President Truman's Point Four Programme for a period of three months to observe the trends of scientific research in the various research centres there. Prof. Thacker will be leaving for the U. S. on August 19. He will also visit Britain, France and Switzerland.

Dr. A. LAKSHMANASWAMI MUDALIAR will be appointed Vice-Chancellor of the Madras University for the fourth term in succession.

The term of office of the Vice-Chancellor for this term expires on August 20. Dr. Lakshmanaswami Mudaliar was first appointed Vice-Chancellor in 1942 and he has held that office continuously for three terms since then.

MRS. G. PARTHASARATHI, Principal, the Ethiraj College for Women, has been invited to attend the Programme Consultation and Annual Conference of the World Universities Service to be held at Oslo from July 16 to July 30.

The World Universities Service has grown out of the activities of the International Students Service and is now planning a more comprehensive programme of work, particularly in South East Asia. Committees have recently been formed in University centres of India like Calcutta, Bombay and Madras to further the activities of this organisation. The special aspect of the World Universities Service is that it embraces both students and professors and seeks to bring into closer contact with each other.

Mrs. G. PARTHASARATHI AND MR. HAKEKH of the Bombay University are the two representatives from India attending the Conference.

## THROUGH different STATES

### DELHI

#### RECORD OF FOLK MUSIC

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) is publishing albums, with explanatory notes, of records of folk music of different countries. In this connection the Indian National Commission for cooperation with UNESCO intend to compile an authentic and comprehensive album containing records of folk songs of India. Interested individuals, societies, organisations etc., are requested to send details of their work in this field to the Secretary, Indian National Commission for cooperation with UNESCO, Ministry of Education, New Delhi.

#### AWARD OF SCHOLARSHIPS AT PUBLIC SCHOOLS

The Government of India have decided to introduce a scheme of scholarships to assist deserving pupils to take advantage of the Public School facilities at the Lawrence Schools at Lovedale, Nilgiris and Sanawar, Simla Hills with effect from the academic year 1951.

There will be two types of scholarships, full and half. In the case of selected pupils whose parents or guardians have an income of Rs. 50 p. m. or below, full fees will be remitted including cost of tuition, board and lodging, textbooks, stationery and games, but excluding cost of clothing. In the case of pupils whose parents or guardians have an income between Rs. 501 and Rs. 1000 p. m. half of the fees will be remitted.

Pupils whose parents are in the income groups above Rs. 1000 may also compete for the scholarships. If they qualify in the annual examination or the merit test at admission time for a scholarship, they will be called 'honorary scholars' but no financial benefit will be

given to them. All others awarded scholarships will be designated 'scholars.'

The maximum number of scholarship holders will be about 20 per cent of the total number of pupils in each school.

Applications for the scholarships should be addressed to the Principal of the school concerned from whom further particulars about the scheme may also be obtained.

#### PRIMARY EDUCATION IN STATES

The Ministry of Education has decided to set up two committees to examine the question or relationship between State Governments and local bodies in regard to the administration of elementary education and to look into the experiments that are being carried on in rural education at the collegiate stage.

The chairmen of the two committees will respectively be Mr. B. G. Kher, Chief Minister and Minister for Education Bombay, and Dr. Zakir Hussain, Vice-Chancellor of the Aligarh University.

The committees have been set up in implementation of the recommendations of the Central Advisory Board of Education made at its last meeting held in Trivandrum in January.

#### A SOUTH INDIAN SCHOOL

A South Indian School under a Board of Trustees with Mr. N. P. Seshadri as Chairman has been established in New Delhi for providing educational facilities for South Indian children. The school which will be inaugurated on August 1 is located on Lodi Road and will be affiliated to the Board of Higher Secondary Education, Delhi. Efforts are being made to raise the status of the school to that of a

higher secondary institution, which is equivalent to a second grade college in Madras State.

## MADRAS

### ENDOWMENTS FOR HIGH SCHOOLS

Mr. K. Madhava Menon, Minister for Education, in a statement to the Press clarified on July 5 the Government's policy in respect of making endowments by those who desired to open new high schools in the State.

"Roman Catholic missionaries and Catholics" the Minister said "are making representations to the Government to grant exemption in the matter of making endowments for opening new high schools by them. After considering various aspects, it was decided by the Government that no endowment for high schools opened before April, 1948 was necessary. It is, therefore impossible for the Government to give any exemption for Catholic institutions alone. Missionary institutions, whatever good they may have done in the matter of spreading education, cannot be expected to be differently treated from other educational institutions in the State. When the Government are demanding endowments for opening new high schools from everyone interested in it, I must make it clear that it is not possible to make an exception in the case of schools to be opened by Catholic organisations. The rules as regards endowments have been made as liberal as possible so that demands for endowments should not work adversely in opening new high schools. It must also be borne in mind that more than two-thirds of the high schools in the State are run by non-Catholic bodies"

### PRIVATE TUITION BY TEACHERS

The Government of Madras have accepted the recommendation of the Director of Public Instruction that the general conditions regulating the undertaking of tuition by teachers in

secondary schools should be made applicable to teachers in elementary schools also.

The general conditions are in the first place that no teacher should be permitted to undertake tuition ordinarily for more than three students in a month and the tuition given should not, in any case, exceed 12 hours a week of which at least four hours should be during the weekly holidays. Secondly, the names of pupils and hours of engagement should be intimated to the headmaster leaving the valuation of papers of such pupils to the decision of the staff council.

### PROPOSAL TO OPEN TRADE SCHOOLS IN MADRAS

The Madras Government, it is understood, have under consideration a proposal to open a number of trade schools in the State to impart training in industrial subjects.

It is learnt that the Board of Secondary Education has recommended to the Government that with a view to providing wider opportunities for pupils, who complete the eighth standard and who are not able to further prosecute their academic studies, a large number of "trade schools" should be opened all over the State. The Board, it is stated, has also suggested that the opening of such schools by private or local bodies may be encouraged, though they should be under the control of the Government.

The Government are now finding out whether any local body or private agency is prepared to start such schools and if so what assistance it would require from the Government. In a communication to private agencies, the Government have outlined the scheme, indicating the trades that could be taught, the staff, equipment, accommodation and the capital expenditure required for starting and recurring expenditure on the maintenance of the schools. The scheme is for the establishment of a school with 10 selected trades best suited to the locality with the strength of 20 students per class. It is

added that an institution (recognised by the Department of Industries) which continued to work in accordance with the provisions of the Code of Regulations for Industrial Schools, can normally expect financial help from the Government to an extent not exceeding 50 per cent of the total expenditure incurred on the maintenance of the school and the purchase of equipment and buildings.

Some of the trades included in the scheme are general mechanics, carpentry and cabinet-making, autoservicing, electric wiring, electric and gas welding, blacksmithy, foundry, radio servicing, instrument mechanics, plumbing, toy manufacture, navigation and seamanship, printing and proof-reading.

### COMPULSORY PRIMARY EDUCATION

The Government of Madras have provided Rs. five lakhs in the budget estimates for 1951-52 for bringing more children under instruction. This, it is stated, is a first step towards the introduction of universal, free and compulsory elementary education throughout the State in the shortest time possible. The Government are not in a position to introduce compulsory elementary education at once in view of the heavy expenditure involved and the difficulty in obtaining the large number of teachers and buildings required.

The proposal of the Director of Public Instruction that this sum be utilised for giving special subsidies to district boards towards the cost of opening new schools in school-less centres with a population of 1,000 to 2,000 before introducing the shift system in the existing elementary schools, has been approved by the Government.

## BENGAL

### EDUCATIONAL FILM

It is announced by the Education Minister that the Government had realised the importance of using films as a means of education. It was, therefore,

proposed to build a studio at a cost of Rs. 15,00,000 to produce educational films and another sum of Rs. 2,55,000 would be spent on the establishment of film projection units. The studio might be started in March next.

### TRAINING COLLEGES

Regarding the establishment of training colleges in the province, the Education Minister said that in order to provide the minimum requirement of trained teachers, which was about 4000, the number of Training Colleges would be increased. Rs. 30,00,000 had been provided for establishing three training colleges for men and one for women. The Government was also going to start as an experimental measure a school with technical bias at a cost of Rs. 5,00,000.

### HIGHER EDUCATION

Referring to higher education the Minister said that the Government was proposing to have at least one improved college in every district which would be equipped on modern lines. The Government colleges at Rajshahi, Sylhet and Chittagong would be further improved to enable them to impart post graduate instruction in Arts, Science and Commerce, for which Rs. 30,00,000 had been provided. Arrangement would also be made for the teaching of Science up to degree standard in the Eden College, Dacca.

To train up physical instructors colleges would be started at a cost of Rs. 10,00,000 and a sum of Rs. 40,00,000 would be spent for sending 35 scholars abroad to acquire higher qualifications to fill up gaps in the Education Department.

—The Teachers' Journal

## BOMBAY

### SUMMER COURSES FOR TEACHERS

The Poona University has struck a new path in organising a Summer Course for secondary teachers in Poona and one for primary teachers at Satara during the May vacation.

It is hoped that the Courses would become a permanent institution.

## UTTAR PRADESH

The Department of Education has already taken steps to establish central museums at regional headquarters. Proposals for well equipped mobile museums are under way. Vans furnished with educational, instructional and informative exhibits, with suitable arrangements for explanatory guidance, will soon visit the countryside and the district headquarters. They will be the precursors of the district educational museums.

## MOBILE TRAINING SQUADS AND SOCIAL EDUCATION

The Mobile Training Squads organised for training teachers for the Junior Primary Schools of the state have been rendering great service not only to the cause of primary education but also to the promotion of social education in rural areas. Their cultural programmes cover various aspects of social life of the village folk and are very popular.

## ANNOUNCEMENT

### EPIGRAPHICAL DISCOVERIES IN MADRAS VILLAGE

Important epigraphical discoveries have been made at Andhavaram, a small village 12 miles from Chicacole Road Railway Station in Srikakulam District, Madras.

The place contains two mounds representing ancient settlements probably Buddhist in character. At the western extremity of one of these mounds, under a banyan tree, was found a large urn inside which four sets of copper plates were found suspended by means of an iron rod inserted across its neck. Each set consists of three plates, fastened together by means of rings and bears the respective authors of the plates. One set, written in southern Brahmi characters, belongs to the reign of Maharaja Anantasaktivarma of the Mathara family who ruled over Kalinga during the second half of the fourth century A. D. Two other sets, in Telugu-Kannada script of the 6th-7th centuries, belong to the early Ganga Maharajas, Indravarma and Anantavarma respectively. All of them record the donation of lands to the Brahmana residents of Andoraka.

Early steps are being taken to have these inscriptions properly edited and to declare the site protected under the Monuments Preservation Act.

Villages vie with one another in accord- ing warm welcome to the squads and take part in their cultural programmes with great zeal and enthusiasm.

## HYDERABAD

### SCOUT MOVEMENT IN HYDERABAD

The Government of Hyderabad have decided to affiliate the Boy Scouts and Girl Guides movement in the State to the Bharat Scouts and Guides.

The Government have formed an interim Council with the Chief Minister as patron and the Education Minister as the President to effect the affiliation.

### ADVISORY BOARD OF EDUCATION

The Hyderabad Government has appointed an Advisory Board of Education, consisting of official and non-official members, to advise the Government on matters of policy in regard to education in general. The first meeting of the Board was held on the 4th and 5th May, 1951, Hon'ble Shri B. Ramakrishna Rao, Minister for Education presiding.

## Public Opinion

### SRI O. P. RAMASWAMI REDDIAR OF VOCATIONAL INSTRUCTION

In declaring open the Board High School Buildings, Nanguneri, on June 21st., Mr. O. P. Ramaswami Reddiar referred to the present system of education and said that it was totally inadequate to the requirements of the country.

Proceeding, Mr. Ramaswami Reddiar said that vocational instruction sought to be given in Secondary Schools through manual training was a failure, as the students that came were not sufficiently equipped in any craft to earn a living. The craze for Government jobs, which created a lot of communal tension in the State, should go. The training in schools should be broadbased and not merely getting of jobs, as the object. The atmosphere and training should be such as to develop character and infuse respect to elders among the pupils.

said it was a harmony of human nature, the play of life, the delight of mind and the fullness of peace."

"Peace within and expression without is our ideal. The famous Dance of Nataraja is symbolic in inward tranquillity and outward activity.

"Through art we impregnate moments of life with the intensity of our experience.

"No one can be a great artist if he or she has not spiritual depth. Song and dance have been very effective means of conveying fullness of spirit. A writer describing the dimensions of the temple hall in *Siva Purana* says it must "accommodate 1,000 first class women, expert in song and dance, and an equal number of men, playing on flute and veena.

Dr. Radhakaishnan said: "Rukumini Devi has played an important part in the artistic revival of our country and is herself a great dancer."

For 90 minutes Rukumini Devi held an enthusiastic audience with explanations of various dance themes and interpretations of them.

### SRI S. VARADACHARI ON EDUCATIONAL IDEALS

An exhortation to students to adhere to the traditions and ideals envisaged in the Upanistads and to concentrate their minds upon achieving the best in life, not merely in the material sphere, but in the moral and spiritual spheres also, was made by Sir S. Varadachari inaugurating the 1951-52 academic session of the Vivekananda College.

He was not unalive to the demands which the changing conditions of the world made upon the students of to day, Sir S. Varadachari said. But it would be "a great mistake if you imagine that by sacrificing the higher ideals of education you will be gaining any great material advantage." The human personality was a single joint personality and they would not be better for developing one side of their personality to the prejudice of the other side of their nature.

### DR. RADHAKRISHNAN ON INDIA'S ARTISTIC IDEALS

Dr. Sarvepalli Radhakrishnan, Indian Ambassador to the Soviet Union, who had been to Paris to attend the General Conference of the United Nations Educational, Scientific and Cultural Organisation (UNESCO), presided over a dance performance by Srimati Rukmini Devi, on July 6.

Introducing her as "the famous leader of the artistic renaissance of India", Dr. Radhakrishnan said: "There is a mistaken notion that India specialised in metaphysics and religion and excluded other aspects of life. Her whole intellectual and artistic past is a repudiation of this one-sided view. In our love of the eternal we do not exclude the things of the time. One of our famous seers of the Eighth Century B.C., when asked to define what life eternal meant,

## Education in U. S. A.

Today only two percent of the eighty-two million adults in the United States are unable to read and write. Every-one else has spent some time in school. Over a third have graduated from elementary school and another third have completed part of a high-school course. Ten million Americans have spent at least a year at an institution of higher learning. And the children and youth are enrolled at schools in such numbers this year that it has been estimated that one out of every four Americans spends part of his time in formal education.

They are attending a wide variety of schools. There is no basic pattern of U. S. education; no single centralized system. Free public schools; parochial schools for paying or nonpaying students; private schools for boys or girls, and private coeducational institutions; small colleges and large universities are all a part of the picture. No single measure can be applied to this educational kaleidoscope for the freedom of choice which governs so much of American life has also shaped its schools.

In general, there are four principal levels of education in the United States: elementary school, high school, college, and graduate study. Regular schooling begins at the age of five or six, when children enter the elementary grades. They spend six years in elementary school and another six years in junior high and high school. Then comes college. Training for the learned professions takes place at a graduate school on completion of a college course.

But even within this broad outline there are variations. Each state has its own education laws. Most communities run their own

schools through elected or appointed boards of education which are allowed wide latitude within the general terms of state laws. In addition, there are nursery schools and kindergartens, schools for adults, trade schools, and other varieties of educational institutions. Religious and other private schools, which must conform to the educational standards for the public schools, comprise six percent of the total. Since 1850, laws in all the states have prohibited the teaching of religious doctrines in tax-supported schools; religious teaching is considered a responsibility of the home and the church.

During the years the American people have made heavy demands on their schools, demands the schools were not always able to meet. One solution to changing needs in education has been to introduce new courses of study. Another answer has been to reorganize the approach to education, with the aim of teaching pupils how to establish values and meet problems, and of developing the individuality of each pupil. Both approaches have their supporting educational theories. The one emphasizing the value of the study of subject matter has been called the traditional school of thought. The theory which places the emphasis on individual growth is known as the "progressive" school. The dispute between proponents of rival theories has been lively if not acrimonious, and it has had a marked influence on schools. Despite this fact, basic national and social ideals have produced such a unified concept of education that a pupil can go from a school in one state to another many miles away, with comparatively little need to adjust.

—The Pursuit of Learning.

## UNESCO'S Plan of Fundamental Education

## SIX CENTRES TO BE ESTABLISHED

A 12-year 20-million dollar project aimed at fighting illiteracy was approved on July 4, by a 64-nation United Nations agency. The Programme Commission of the United Nations Educational Scientific and Cultural Organisation adopted the most ambitious proposal of the current general conference of the organisation without a dissident vote.

Dr. Bodet, UNESCO Director-General, submitted the plan to set up six centres of fundamental education in five regions—Latin America, Far East, Equatorial Africa, Middle East and South-East Asia.

The Commission authorised UNESCO to continue operating the first of these centres opened in May at Patzcuaro in the Mexican State of Michoacan to serve Latin America. The centres aim at serving two purposes: to train teachers on fundamental education—a term coined by educators to describe education in the facts of living—and to develop teaching materials from text-books to film strips.

Graduates of these centres will return to their own countries to work in similar training schools. "It is this chain reaction process which UNESCO believes to be the answer to the problem of finding enough teachers to begin the job of teaching the world's illiterates, estimated at 200 million men and women, said UNESCO official. No site for the second centre has yet been chosen.

## Dr. A. L. Mudaliar Appointed To Executive Board

The United States seconded by Britain proposed the appointment of Dr. A. L. Mudaliar Vice-Chancellor of the Madras University as successor to Dr. Radhakrishnan on

the Executive Board. The proposal was accepted.

## Trade Barriers to Knowledge

Complex tariff regulations are a formidable barrier to the exchange of books and other education materials, said a United Nations report.

The United Nations Educational Scientific and Cultural Organisation (UNESCO) complained that "many organisations and individuals are discouraged from embarking on international exchange of such materials or even their sale in countries abroad because of a "maze of restrictions."

Under the title "Trade Barriers to Knowledge", the UNESCO issued a 163-page manual listing tariff regulations on "informational materials" enforced by 43 countries. Those materials, it said, were "desperately needed as aids in the cause of enlightenment." It hoped more would be done to cut tariffs on books, works of art, films, radio apparatus, scientific instruments, and materials for the blind.

The manual said the tariff barriers in the United States were "both formidable and complex". Western Europe and the Sterling Area differed sharply between imports from soft and hard currency countries but Indian and Burmese restrictions were more severe than in other countries of this area.

Sixty per cent of the countries surveyed limited trade in information materials through exchange controls, licences and quotas. Eighty per cent levied import duties on newsprint, 50 per cent on paintings, sculpture and scientific apparatus, and 30 per cent on books, newspapers and printed music. Ninety per cent taxed films, sound recordings and radio sets.

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